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ABSTRACT

During the 1985-86 fiscal year, the Bilingual Pupil Services (BPS) Project was selected by the U.S. Department of Education as an exemplary Chapter 1 Project, suitable for national dissemination and replication. BPS provides instruction in English as a second language (ESL), bilingual reading, and mathematics to students of limited English proficiency (LEP), and provides inservice training for 60 paraprofessionals who work with these students. It has served Hispanic LEP students since its inception and has served Chinese LEP students for the past three years. The 1985-86 evaluation focused primarily on the program's paraprofessional training component. Participants indicated that the program gave then the following: (1) a sense of purpose and accomplishment; (2) teaching know-how; (3) feelings of confidence and progress resulting from the support of BPS staff members during field visits; (4) highly organized management and record-keeping systems; and (5) specific teaching techniques which were developed during training sessions. Participants' evaluations were overwhelmingly positive. Their major recommendation was that they be given more time to learn to develop and implement some of the strategies that were outlined during the training sessions. This report describes the program and its activities, reports on student achievement, and provides recommendations. (LHW)

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BILINGUAL PUPIL SERVICES

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: 30-00-00-01-00-00/21-82-5005

BILINGUAL PUPIL SERVICES

1985-1986

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A SUMMARY OF THE REPORT

The Bilingual Pupil Services (B.P.S.) Program is an Education Consolidation and Improvement Act (E.C.I.A.) Chapter I project that has been administered by the Office of Bilingual Education of the New York City Board of Education for the past twelve years. In the 1985-86 fiscal year, B.P.S. was given "exemplary status" by the United States Secretary of Education under a program entitled Initiative to Improve the Education of Disadvantaged Children. B.P.S. was the only bilingual program in the nation to be so honored.

During the 1985-86 school year, the project continued to provide supportive bilingual instruction to 1,324 Hispanic students and (for the third year) to 176 Chinese students of limited English proficiency (LEP) in grades one through six. These students were enrolled in 59 classes in 24 schools in 15 community school districts in the boroughs of Brooklyn, Queens, Manhattan, and the Bronx. The program's main purpose is to improve student achievement in the areas of bilingual reading that included writing and English as a second language (as part of the pre-reading phase) in Spanish/English and Chinese/English, and bilingual mathematics.

As in the past, B.P.S. provides comprehensive in-service training for paraprofessionals who serve LEP students throughout the city. This year, B.P.S. placed 59 paraprofessionals (51 Hispanics and eight Chinese) in 24 schools located in 15 community school districts. B.P.S. supplements other services provided to LEP students, such as those funded by Title VII and tax-levy monies. It entails no additional expense for the districts that participate. Schools are selected to participate in the project on the basis of a rigorous selection process that is designed to ensure appropriate placements and supportive environments for the paraprofessionals who are being trained.

The project director, the assistant director, and the two field instructional specialists (F.I.S.s) conducted nine monthly workshops for all project participants, and additional weekly workshops for newly entering ones. In addition, formal and informal site visits were made to assess progress, provide assistance with curriculum and classroom management, and facilitate communication between the paraprofessionals and other school staff members. There were two vacancies for field instructional specialist and one paraprofessional vacancy.

In performing their training role, the F.I.S.s spent an average of three days per week in the field and two at the central office. The director and the assistant director spent approximately 50 percent of their time in the field. Thus, B.P.S. is a strongly field-oriented project.

The 1985-86 evaluation focused primarily on the program's paraprofessional training component, both the monthly and the weekly workshops.

Interviews were conducted with eight paraprofessionals. In addition, the evaluation team observed a weekly and a monthly training session. The data available from these activities indicate the staff's competence and its dedication to program goals, and to the paraprofessionals' overall development.

B.P.S. participants indicated that participating in the project had given them: a sense of purpose and accomplishment; teaching know-how; feelings of confidence and progress, which resulted from the support provided by B.P.S. staff members during their field visits; highly organized management and record-keeping systems; and specific teaching techniques, which were developed during training sessions.

The participants' evaluations of B.P.S. were overwhelmingly positive. Their major recommendation was that they be given more time to learn to develop and implement some of the strategies that were outlined during the training sessions. A few additional suggestions were made for topics that needed to be included for Chinese-speaking participants.

Students were assessed in English reading, Spanish reading, and mathematics (in English) with the Comprehensive Test of Basic Skills (C.T.B.S.) and in Chinese reading with a test developed by Community School District 2. Quantitative analysis of student achievement data indicates that:

- In English reading, Hispanic students in grades two through six made statistically significant Normal Curve Equivalent (N.C.E.) gains on the C.T.B.S. First graders made slight gains, but they were not statistically significant. Chinese students in grades three, four, and six made statistically significant gains. Those in grade two also made gains, but they were not statistically significant. Fifth-grade Chinese students' scores did not differ significantly from pretest to posttest.

- The N.C.E. score gains in mathematics were statistically significant for Hispanic students in all grades except the fifth, where scores decreased slightly on the posttest. For Chinese students the results were similar: second, third, and fourth graders made significant gains, while fifth graders demonstrated a slight decrease.

- In Spanish reading, N.C.E. gains were statistically significant only for second-, third-, and fourth-grade students.

- In Chinese reading, students in grades two through six made statistically significant raw score gains.

The following recommendations are offered for the project's consideration:

- The appropriateness of the fifth-grade curriculum should be reevaluated. This would aid the curriculum specialist to make the appropriate changes so that achievement among fifth graders is improved.

- Where possible, curricula might be "fine tuned" to reflect those student needs which vary by language group, grade, and subject area.

- A staff training manual similar to the Paraprofessional Manual might be developed for the F.I.S.s to use in their site visits and training activities.

- A B.P.S. newsletter for project participants and school district personnel might be developed. Given its "exemplary" status, B.P.S. might also use the newsletter to disseminate information about its work to bilingual educators throughout the country.

- A Chinese-speaking staff person or a consultant with training in linguistics, might test the linguistic proficiency of incoming Chinese paraprofessionals and develop an in-service training module on dialects, community language attitudes, bilingualism, culture, and any other topics identified through a needs assessment.

- The materials identification/selection/development process for the Chinese might be continued.

- A fact-sharing workshop for Chinese parents on program goals and the benefits of bilingualism for their children might be held at one of the Parent Advisory Committee meetings. This would gain support for the use of both Chinese and English in the classroom.

- The C.T.B.S. testing required by the B.P.S. program might be coordinated with district testing schedules to avoid over-testing the students and creating additional work for paraprofessionals.

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The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into the reports. Arthur Lopatin has edited the report following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera and Gladys Rosa have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have have handled such a large volume of work and still produce quality evaluation reports.

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BILINGUAL PUPIL SERVICES (B.P.S.)

Program Location:	131 Livingston Street, Room 517 Brooklyn, New York 11201
Year of Operation:	1985-86, twelfth year
Target Population:	1,500 Limited English Proficient (LEP) E.C.I.A. Chapter I-eligible pupils in grades one to six
Target Languages:	Spanish and Chinese
Program Director:	Celia M. Delgado

OVERVIEW

During the 1985-86 fiscal year, the Bilingual Pupil Services (B.P.S.) Project was selected by the United States Department of Education as an "exemplary Chapter I Project, suitable for national dissemination and replication." Of 132 projects selected nationwide, only four were in New York State. B.P.S. was the only bilingual project in the nation to be chosen. Exemplary status is awarded as part of the Secretary of Education's "initiative to improve the quality of Chapter I projects."

B.P.S. is an E.C.I.A. Chapter I program that is administered and supervised by the Office of Bilingual Education (O.B.E.) of the New York City Board of Education. Since its inception 12 years ago, its function has been twofold: to provide instruction in English as a second language (E.S.L.), bilingual reading, and mathematics to students of limited English proficiency (LEP); and to provide in-service training for 60 paraprofessionals who work with these students.

B.P.S. has served Hispanic LEP students since its inception, and has served Chinese LEP students for the past three years. In 1985-86, the

project supervised and trained 59 paraprofessionals who served approximately 1,500 LEP students located in 24 schools in 15 Community School Districts. It did so at no cost to the districts themselves.

The paraprofessionals who participated in the project attended classes on educational theory and practice at the central office for one day a week. They also met at the central office monthly to discuss issues of concern, procedures, and the progress of the project. In addition, the two B.P.S. field instructional specialists (F.I.S.s) who supervised the paraprofessionals conducted workshops in the districts. Finally, the paraprofessionals received release time to attend undergraduate courses leading to a bachelor's degree.

Program personnel for 1985-86 consisted of a project director, an assistant director, two field instructional specialists, and 59 paraprofessionals. They served 24 schools in Manhattan, Brooklyn, and the Bronx. Two F.I.S. positions and one paraprofessional position were vacant through the end of the school year. B.P.S. staff members and paraprofessionals coordinated their activities with the participating schools through formal and informal channels.

I. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

The main short-range goal of B.P.S. is to train paraprofessionals to teach E.S.L., bilingual reading, and mathematics to Hispanic and Chinese LEP students in grades one through six. B.P.S.'s long-standing record of successful service to Hispanic LEP students is demonstrated by the statistically significant gains they have made in English and native-language reading, and in mathematics. Project personnel anticipate that the project's Chinese students will be making similar gains in the near future.

B.P.S.'s long-range goal is to assist paraprofessionals to complete their bachelor's degrees in education and become classroom teachers. During the program's twelve-year lifespan, over 600 paraprofessionals have received college degrees, and many are now teaching in the New York City public school system.

Chosen through a rigorous selection process, the paraprofessionals who participate in B.P.S. receive in-service training in practical classroom skills (e.g., developing a lesson plan), which they then implement in the classroom. Their performance is monitored through attendance reports, logs, homework assignments, their pupils' test results, and pupil profiles. The project also focuses on parental involvement and training, and curriculum development.

The specific project objectives proposed for 1985-86 were:

Instructional Objectives

- In Spanish reading, participating students will achieve a mean posttest Normal Curve Equivalents (N.C.E.) score that would surpass their pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills-Spanish (C.T.B.S.-Spanish version).

- In Chinese reading, participating students will achieve a mean posttest N.C.E. score that would surpass their pretest score at the .05 level of statistical significance as measured by a Community School District (C.S.D.) 2-developed test which has been approved by the New York State Education Department.

- In English reading, participating students will achieve a mean posttest N.C.E. score that will surpass their pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills: English (C.T.B.S. English version).

- In mathematics, students will achieve a mean post test N.C.E. score that will surpass their mean pretest score at the .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills: Mathematics in English. When necessary, translations in Spanish and Chinese will be used.

In-Service Activities

- Sixty paraprofessionals will receive specialized training in bilingual education in areas such as: teaching reading and mathematics in grades one through six; selection, development, and evaluation of appropriate materials; E.S.L.; lesson planning; and classroom management, through an orientation session and 30 weekly five-hour sessions. In addition, monthly district-wide workshops on demonstration lessons, parental involvement, use of audio-visual equipment, and testing and evaluation will be held. This objective will be measured by an "In-Service Evaluation Form Questionnaire" to be completed semi-annually by each paraprofessional.

- Six pedagogical staff members will participate in training sessions provided by the Office of Bilingual

Education, Center for Staff Development, Instructional and Supportive Services Division, on goals and objectives of projects; innovative trends, techniques and methodologies for E.S.L.; bilingual reading and mathematics instruction; grouping for instruction; bilingual curriculum and materials evaluation; research in bilingual education related to evaluation and testing; methods of supervision and training; parental involvement, education law, and bilingual education. This objective will be measured by an "In-Service Evaluation Form" developed by B.P.S.

Non-Instructional Activities

- Members of the Parents Advisory Council (P.A.C.) and other program parents will receive an overview and training regarding Chapter I guidelines; objectives of B.P.S.; coordination activities; and roles and responsibilities of program participants, staff, and P.A.C. as measured by participants' comments and suggestions as to effectiveness of program and training.

In addition to the above-mentioned objectives, B.P.S. sought to develop in-service training materials and locate appropriate Chinese language materials for teaching and testing Chinese LEP students.

PROGRAM ORGANIZATION

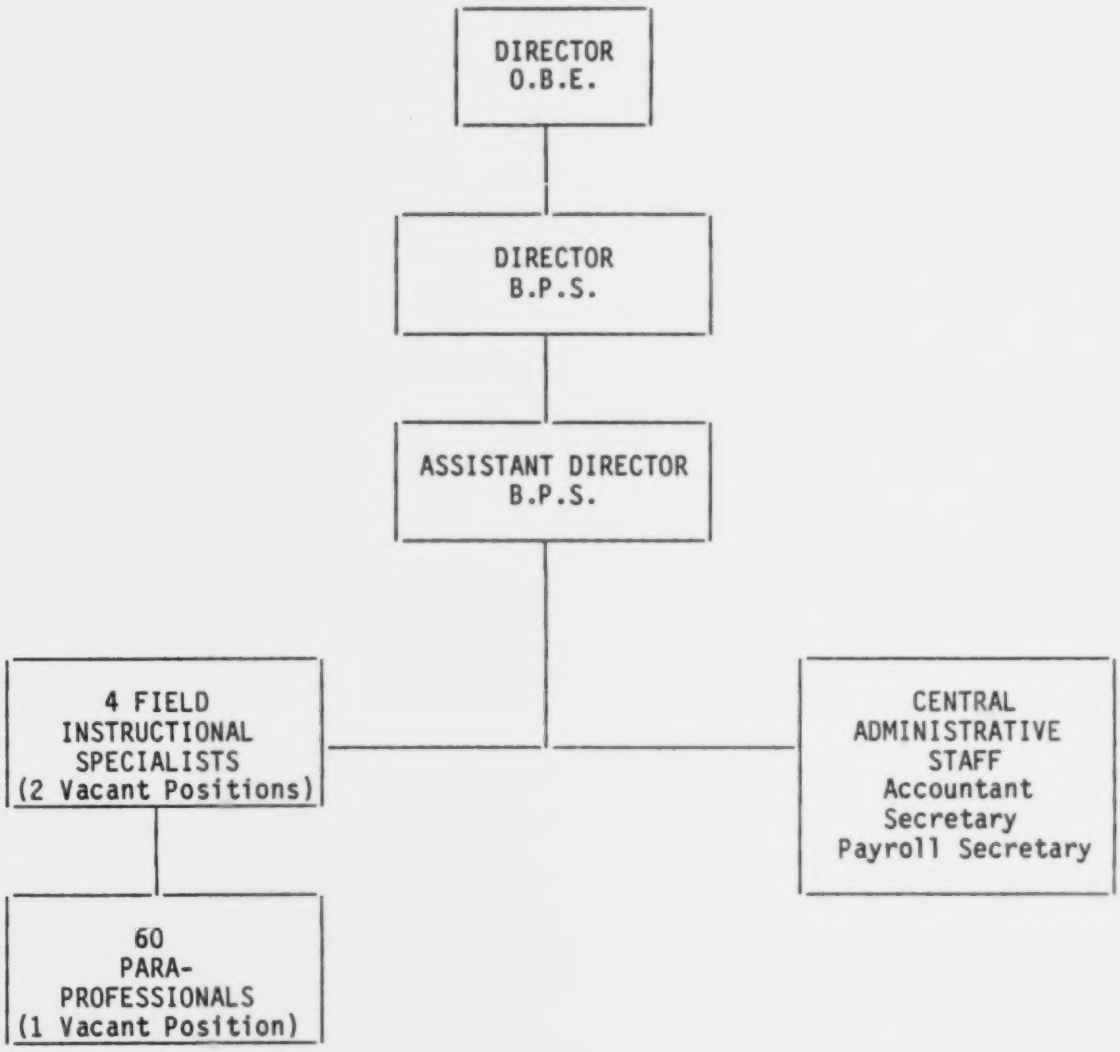
The Bilingual Pupil Services program forms part of O.B.E.'s Center for Staff Development and Instructional Support Services, which trains individuals who teach LEP students. Figure 1 presents the organizational structure of B.P.S.

STAFFING

The B.P.S. staff for 1985-86 consisted of one project director, one assistant director, two F.I.S.s, and 60 paraprofessionals. The project was unable to fill two F.I.S. positions (one Chinese and one Hispanic). Although B.P.S. had identified a pool of candidates for these positions, according to the B.P.S. staff, administrative delays in classifying the

FIGURE 1

Organization of the Bilingual Pupil Services Project
Within the Office of Bilingual Education



vacant positions resulted in the program's inability to hire staff for the 1985-86 fiscal year. However, the project received permission to hire for 1986-87, and it plans to fill both vacancies at that time. Because of the shortage of staff, the director had to assume greater responsibility for administration and supervision, and each F.I.S. had to add three additional sites to their normal workload. The assistant director took responsibility for the sites making up the project's Chinese component.

The responsibilities and characteristics of the B.P.S. staff are as follows:

Project Director

The director was responsible for the overall administration, coordination, and supervision of the project. The current director has occupied this position for seven years, and has been with the project for more than 13 years. She is Spanish/English bilingual, holds an M.S. degree, is certified as an educational administrator and supervisor, and has 17 years of teaching and supervisory experience. She was the liaison between the program and city and state officials. She also participated in all the in-service training activities that were conducted this year, and made numerous visits to the schools participating in the project.

In collaboration with the assistant director, she supervised each F.I.S. through meetings, a daily activity diary, a weekly lesson plan, a weekly summary of field visits, and a paraprofessional evaluation checklist (see Appendix A).

Assistant Director

The assistant director helped the director with the overall administration and supervision of the project. She was directly responsible for supervising the field instructional specialists, the clerical staff, and the paraprofessionals. She also coordinated and supervised all of the in-service paraprofessional training activities, the parent workshops, and student testing. She planned activities with program staff members, reviewed the records of past activities, evaluated staff performance on-site, and kept the director informed about the program's progress and problems. She is Spanish/English bilingual, holds a master's degree in bilingual education and a certificate in educational administration and supervision, and has 11 years of teaching and supervisory experience.

Field Instructional Specialists (F.I.S.)

The field instructional specialists were Spanish/English bilingual teachers with master's degrees and at least five years of teaching experience. Their duties consisted of planning and coordinating workshops, developing and distributing instructional materials, monitoring record-keeping, and serving as liaison with district and school personnel.

In order to stay informed about the activities, concerns, and progress of the 59 B.P.S. paraprofessionals located in 24 schools in four boroughs, the F.I.S.s made daily log entries, which were checked by the project director every week. The logs also served as a record of B.P.S. activities for the New York State Department of Education.

Supportive Services Staff

In addition to administrative and instructional personnel, the B.P.S. staff included one bilingual stenographer/secretary, one bilingual office aide, and one accountant.

Paraprofessionals

B.P.S. paraprofessionals were selected on the basis of a short-answer test in English, compositions and interviews in English and either Spanish or Chinese, and a review of college transcripts (see Appendix B).

The criteria for selection were a minimum of 60 college credits (see Appendix C) and a demonstrated commitment to teach LEP students. If possible, the candidates chosen for the program were placed in the school and grade of their choice. (See Appendix D.) After one year in the program, they could request a change of school and grade level.

Each paraprofessional was assigned to a bilingual teacher and taught bilingual reading, bilingual mathematics, and E.S.L. They usually worked with small groups of students in a designated area of the room. Each paraprofessional taught a maximum of 24 pupils per day, usually in groups of four to eight. Although instructional routines varied, a paraprofessional's typical daily teaching load consisted of classes in reading, writing skills, mathematics, and E.S.L. (as part of the prereading phase). They also were responsible for taking attendance, and for pretesting and posttesting students with the Comprehensive Test of Basic

Skills (Spanish and English versions) and the C.S.D. 2 Chinese language arts test (for Chinese-speaking students only).

PROGRAM SITES

During 1985-86, the B.P.S. project placed 59 paraprofessionals (51 Hispanic and eight Chinese) in 24 schools located 15 community schools districts, as follows:

Borough	District	Grades	School	Language
Manhattan	2	2-6	P.S. 1, 2, 126, 130	Chinese
Manhattan	3	4-6	P.S. 163, 165	Spanish
Manhattan	4	1,2	P.S. 155	Spanish
Manhattan	6	1,2,4-6	P.S. 28, 98, 192	Spanish
Manhattan	7	4,5	P.S. 25	Spanish
Bronx	8	4-6	P.S. 60, 130	Spanish
Bronx	9	3,4	P.S. 90, 114	Spanish
Bronx	10	4-6	P.S. 79	Spanish
Bronx	12	1-3	P.S. 77, 211	Spanish
Brooklyn	14	3,5,6	P.S. 120	Spanish
Brooklyn	15	3,4	P.S. 1	Spanish
Brooklyn	23	1-5	P.S. 155	Spanish
Brooklyn	32	1-3	P.S. 116	Spanish
Queens	24	2,3	P.S. 143	Spanish
Queens	30	1,2	P.S. 92	Spanish

Because B.P.S. obtained an extra allocation based on budget modification requests, it was able to train 12 paraprofessionals more than the number that originally had been proposed. The increasing number of LEP children in need of services reflected in the volume of requests by district superintendents for paraprofessionals made this increase highly desirable.

To be eligible to participate in the project, a school had to:

- be a Chapter I school with a bilingual program in existence for more than one year;
- have a high concentration of LEP pupils of either Hispanic or Chinese background;

- indicate no duplication of services (i.e., Title VII) for program-eligible pupils;
- have pupils who scored below the twenty-first percentile on the Language Assessment Battery (LAB) and below grade norms in reading and mathematics; and
- be willing to give the paraprofessionals release time to attend college courses and B.P.S. in-service training.

The schools, and within them the classes, with the greatest need for B.P.S. services were selected to participate in the project.

PROCEDURES FOR DISTRICT PARTICIPATION

A formal request for participation in B.P.S. must be submitted by the school principal. This request must be accompanied by the recommendations of the district superintendent and the district bilingual coordinator. Upon receiving a request, the administrators of B.P.S. verify the school's eligibility and then meet with district administrators and the principal to discuss project goals and requirements, and paraprofessional roles.

Within participating schools, the classroom placement of paraprofessionals is made jointly by the school principal, the bilingual coordinator, and the B.P.S. staff. Once placements have been made, B.P.S. staff members make regular site visits early in the academic year to verify that the placements are in keeping with project requirements and goals. Should problems develop during the year, the B.P.S. project director negotiates a change of classroom with the school principal. However, the director stated that, except when a school's characteristics and needs change, it has rarely been necessary to change the placement of a paraprofessional.

Because districts receive B.P.S. services at no cost to them and B.P.S. has such a good reputation, the districts are eager to have the paraprofessionals and to place them with teachers who can serve as good role models. Once the schools have received B.P.S. services for one year, principals generally request that the project be renewed.

INTERORGANIZATIONAL RELATIONS BETWEEN THE B.P.S. ADMINISTRATION AND THE SCHOOLS

The two F.I.S.s devoted approximately 75 percent of their time to supervising and assisting the paraprofessionals. Teaching strategies, lesson planning, curriculum, and record-keeping were some of the topics they covered. The B.P.S. director devoted approximately 40 percent of her time to field visits. The assistant director was responsible for supervising the fieldwork of the F.I.S.s (see Appendix A), and devoted approximately half of her time to field visits.

Informing site administrators and teachers about the project's goals, accomplishments, and needs, and responding to the districts' requests were the major elements of the relationship between the B.P.S. administration and those of the school districts. Communication occurred via telephone calls, letters, annoucements, in-service activities, and meetings between program and school administrators. In order to identify both positive aspects of B.P.S. services and needs for improvement, the project also conducted several roundtable discussions with school administrators, paraprofessionals, and parents.

Principals and coordinators said that the project was efficiently

run and well organized, provided the paraprofessionals with excellent training, and was crucial for the success of LEP students.

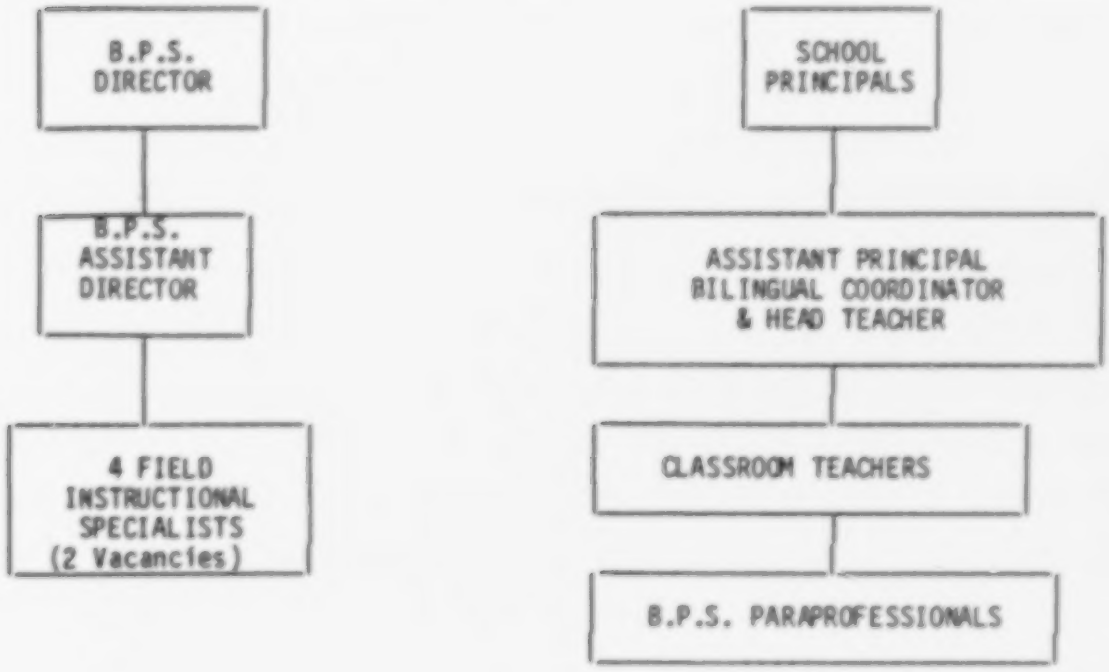
Some administrators requested greater flexibility in the use of paraprofessionals' time, but the director of B.P.S. explained to them that although the project tried to accommodate the needs of individual sites, to train the paraprofessionals properly it had to be fairly strict about how their time was used. However, most school administrators did recognize that B.P.S.'s strict guidelines were responsible for the project's success in training paraprofessionals.

It should be pointed out that B.P.S. collaborated with resource and training units within the school districts, with the Center for Staff Development of O.B.E., and with other agencies that hold conferences and training workshops on bilingual education. (For details on these activities, see the section on in-service objectives.)

Figure 2 presents the network of relationships between the B.P.S. administration and the schools.

FIGURE 2

Bilingual Pupil Services Interorganizational Articulation Network



_____ Direct Supervision

---------- Communication and Collaboration (ongoing)

II. PROGRAM ACTIVITIES

This section describes the major training activities conducted by B.P.S. during 1985-86; namely, the paraprofessional training component of monthly workshops and in-service training activities. Since the project's direct instructional services to LEP students have been evaluated for the past eleven years, and in light of the project's attainment of "exemplary status," B.P.S. staff and the evaluation team agreed to focus primarily on the training component for the present fiscal year. (For the most comprehensive longitudinal analysis of the project's student achievement outcomes, see the Office of Educational Evaluation Report for 1983-84, pp. 18-20.)

B.P.S. conducted ongoing and comprehensive training for the 59 paraprofessionals who participated in the program during 1985-86. This consisted of nine monthly workshops for all the paraprofessionals in the program and additional weekly in-service training sessions for new paraprofessionals.

MONTHLY WORKSHOPS

For the most part, the monthly workshops were designed and implemented by the F.I.S.s in conjunction with the director and the assistant director. In six of the nine sessions, staff from other divisions of the Board of Education and teachers were brought in to perform demonstrations. The workshops provided a "hands-on" approach to teaching E.S.L., reading, and multiculturalism, and to classroom management. They also covered record-keeping, the testing and evaluation of student progress, and parental involvement. Instructional techniques that were demonstrated

included the use of audio-visual equipment, headbands, puppets, and "magic maracas." They also discussed how Chinese New Year celebrations, song and dance rituals, and a trip to the zoo could be used for instructional purposes.

Evaluation questionnaires were completed by an average of 43 paraprofessionals for each of the nine monthly workshops. Asked to rate the sessions as "excellent, good, fair, and poor," their response was a unanimous "excellent." The paraprofessionals were also asked if they would recommend the sessions to their colleagues. Once again, their response was unanimously affirmative. Other items probed whether participants thought the content of and the curricular materials for the workshops relevant to their needs, the most significant and the least significant aspects of the sessions, and suggestions for future activities. Regarding the workshops' relevance, the participants' responses were almost uniformly affirmative; only a few felt that some sessions were not relevant to the grade level they were teaching. Comments on the workshops' relevance included mention of their applicability to teaching LEP students, their intercultural focus, their overall informative nature, their introduction of new teaching techniques, and the high quality of the curricular materials that were used. Regarding the relevance of the materials development component of the training, the response was, again, overwhemingly positive. Only one participant felt that it was inappropriate to the grade level she was teaching. The following are typical comments about this component: "helps me teach without a text," "learned how to use materials," "creative and simple," and "games a good idea."

Workshop participants made extensive comments about the "most significant aspect" of the training sessions. The evaluation team conducted a content analysis of a random sample of these comments and grouped them into categories. In descending order of frequency the "most significant" categories were: demonstrated activities, including, Total Physical Response, La Conga, Magic Maracas, songs and rhymes, films, etc. (46); "information" (25); "everything" (24); presenters (23); "materials in general" (20); and methods (15).

In contrast, a similar content analysis of response to the question on the "least significant aspect" of the workshops revealed no prevalent pattern. By and large, the group either left this question blank or wrote "none".

A final question sought suggestions for improving the workshops. The most frequent recommendation was for "more time." Additional recommendations include more workshops and teacher-made materials, more peer presentations, more music and art, learning centers, and computer workshops, and more rexographed materials for workshop activities.

The evaluation team observed the project's final monthly workshop on May 6. All 59 paraprofessionals were present. They were completing the final paperwork for the project, discussing their experiences during the year, and evaluating the training sessions. The main purpose of the evaluation was to provide feedback to the project staff, to help improve future workshops.

A member of the evaluation team interviewed four paraprofessionals (three Hispanic and one Chinese). The structured interview questions

focused on the participants' reasons for participating in the project, what they hoped to gain from the experience, the most/least useful aspects of the training provided by the project, the most useful classroom strategies that were taught, and an overall rating of the project's effectiveness.

All four participants rated the training at four to five, on a scale of one to five, and all of them said they would recommend the program to their colleagues. When asked their reasons for participating in the project, the respondents said they thought it would provide a good opportunity to work with children, enable them to obtain classroom experience, and experiment with innovative instructional strategies.

The aspects of training they considered the most useful were: the Total Physical Response, language training, monthly workshops, and supervision by the project staff. No one identified any area as "least useful." The only recommendation for additional training topics were science and social studies content areas, especially in Spanish. Three of the four respondents felt that the training should stay "as is" and said that they appreciated its eclecticism.

The interviewees felt that the major strengths of the training were: the forum it provided for sharing ideas, the constructive criticism given by the F.I.S.s after classroom observations, and the continuity and sense of cohesion created by the F.I.S.s. Recommendations for future activities included providing more time for the training workshops, especially for those which required working with materials; and providing more workshop sessions on the use of puppets.

Teaching strategies they had learned in training sessions and planned to use in their own classrooms included the use of T-shirts with acrostics, E.S.L. audio-lingual methods, and the language-experience approach to teaching reading.

In short, the results of interviews, observation of a monthly training workshop, and a questionnaire reveal that project participants were highly satisfied with the training they had received. The only recurrent criticism was that not enough time had been provided for the training sessions.

INSERVICE TRAINING

The second type of training provided by B.P.S. staff was an in-service course for paraprofessionals who had just entered the program. The course dealt with teaching E.S.L., teaching reading and writing skills, and teaching mathematics in the bilingual classroom. The assistant director and the F.I.S.s provided this training during 13 all-day sessions each semester. Their goals were to acquaint participants with the methods and techniques for teaching in particular content areas, to help them assess and evaluate student progress in these areas, to develop lesson plans and the accompanying materials, and to demonstrate what they had learned, first to their peers, and then in the classroom. Each instructor provided the paraprofessionals with a syllabus that outlined the objectives and topics that were being presented.

B.P.S. asked the newly entering paraprofessionals to evaluate their in-service training at the end of each semester. Evaluation forms were completed by 16 paraprofessionals during 1985-86. The two major areas that these forms assessed were the "most significant benefits of the

training" and the "most significant problems or drawbacks of the training."

In order of frequency, the "most significant benefits" reported were: "everything," "practical experience" (e.g., lesson planning, representations, materials), "application of knowledge," "how to teach bilingual children," "information on licensing," and "test-taking practice." The few comments that appeared about problems or drawbacks focused on the need for more time. Most respondents felt there were no drawbacks, as evidenced by their writing "none," or leaving the answer space blank on the evaluation form.

On all evaluation forms, the respondents rated the instructor's presentation, materials used, and content relevance as "excellent."

In addition to evaluation form data, four (three Hispanic and one Chinese) paraprofessionals were interviewed on May 23 during the final in-service training session. The same interview questions were used with this group as with the monthly training workshop group. To reiterate, they focussed on reasons for participating in B.P.S., anticipated gains for participating in the project, the most/least useful training areas, the most useful classroom strategies that were learned, and recommendations for future activities.

About their reasons for participating, the respondents stated they "wanted to try something new," "to use Spanish," "wanted to know more about working with children," and "always wanted to work with children." Their main anticipated gain was obtaining classroom experience. One respondent also wanted to learn about children in grade levels other than the one in which he was currently working. The interviewees felt that most of their expectations they had for these training sessions had been met.

The areas identified as "most useful" were: E.S.L., reading, mathematics methodology, discipline, lesson planning, record-keeping, and conferences with teachers. Three of the four respondents said that all the areas covered were equally useful; the Chinese respondent felt that the session on mathematics was less useful because different methods are required to teach mathematics to Chinese students.

When asked what additional topics should be included in future activities, three interviewees said that the training should be left as is, and one suggested a workshop on teaching Chinese linguistics. Not one of those interviewed recommended the elimination of any of the topics that had been included during 1985-86.

Cited by the interviewees as the training's major strengths were: "the opportunity to learn and then apply knowledge in the classroom with feedback from B.P.S. staff," "the first-hand experience you get," "the support and encouragement to try new things," and "the understanding and helpful attitude of the F.I.S.s."

Teaching strategies the interviewees had learned in training sessions and planned to use in the classroom included "silent-reading approach," "routines," "Total Physical Response," "puppets," "experience charts," and the "audio-lingual method." All interviewees said they would recommend B.P.S. to their colleagues; many in fact, had already done so. In rating the overall effectiveness of the training on a scale of one to five, the interviewees rated it "above five."

On May 23, a member of the evaluation team observed an in-service training session conducted by an F.I.S. The 17 participants asked

questions and made comments throughout the presentation. All members of the group participated actively throughout the session, which was on writing a resume. Sample resumes and related materials were distributed to the group, which was asked to list the qualifications that employers sought in a teacher. Participants also filled out questionnaires on their accomplishments. The instructor then provided extensive advice on how this information might be used in writing a resume. Most of the participants remained in the room discussing the topic after the instructor announced the morning break.

B.P.S. provided weekly training for all new B.P.S. staff members. Some areas covered in these sessions were: protocol within schools, crisis intervention techniques, record-keeping, definition of roles, and in-service training.

Like the monthly workshops, the in-service training for new paraprofessionals was well-structured, sensitive to the paraprofessionals' individual needs, and well received by the participants. Evaluation forms, observations, and interview data were in agreement about the high level of effectiveness of the training that was provided to new project participants.

In conclusion, it was evident that, regardless of the number of years they had been enrolled in the program, the paraprofessionals who participated in B.P.S. were satisfied with their training, with the support provided by the staff, and with the program's "hands-on" approach to learning. Despite the evaluation team's probing for possible problem areas or shortcomings, B.P.S. received consistent praise from the paraprofessionals participating in it because they felt that it would contribute greatly to their success as teachers.

III. STUDENT ACHIEVEMENT

The academic performance of B.P.S. Hispanic students was assessed through the use of standardized tests in English reading, Spanish reading, and mathematics. The Comprehensive Test of Basic Skills (C.T.B.S.), form S, was used to measure achievement in all these areas. The mathematics portion of the test, available in Spanish and English, was given in the Hispanic students' dominant language, as determined by their teachers. All students were tested at their grade level. Raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 21, and a range from 1 to 99. Because N.C.E.s are based on the norm group's scores, a raw score gain, which usually results in grade equivalent gains, can result in no change or a decline in N.C.E.s. There are several reasons for this. Several consecutive raw scores may correspond to the same N.C.E., especially at the upper and lower ends of the scale. In addition, the norm group is also making raw score (and grade equivalent) gains, so that students must gain as much as the norm group to stay at the same N.C.E. Therefore, an N.C.E. gain, no matter how small, indicates improvement while a decline in N.C.E.s does not necessarily mean that a student is not making progress.

The program's instructional objectives (see page 4) called for

posttest improvement at the .05 level of statistical significance (when the probability that a gain is occurring by chance is less than five percent). Statistical significance was assessed by correlated t-tests.

Tables 1, 2, and 3 present t-tests on N.C.E. scores for Hispanic students who took the C.T.B.S. Results for Chinese pupils were analyzed separately because their characteristics differ from those of the Hispanics: they represent a different linguistic/cultural group, and a greater proportion of them are recent immigrants to the United States. The proportion of Hispanic students making gains in N.C.E. scores in English reading, Spanish reading, and mathematics is presented in Table 4. Tables 5 and 6 present the English and mathematics test results for Chinese students in N.C.E. scores. Reading test results for these students in raw scores are presented in Table 7. The proportion of Chinese students making gains in all three areas is presented in Table 8.

RESULTS FOR HISPANIC STUDENTS

Examination of Table 1 indicates that Hispanic students have made statistically significant N.C.E. gains in English reading achievement. A gain in N.C.E.s, no matter how small, indicates improvement relative to the norm group; a gain of seven N.C.E.s has been considered exemplary in Chapter I programs. Students in grades two through six made gains ranging from 2.4 to 5.2 that are statistically significant. First graders made only a slight gain that is not statistically significant, and the large standard deviation indicates that while some first graders had large gains, others had large losses.

The largest gains were achieved by sixth-, second-, and fifth-grade students, respectively. Students in these grades gained an average

of more than three N.C.E.s. Students in the third and fourth grades gained 2.4 and 2.9 N.C.E.s, respectively.

Table 2 presents the results of the C.T.B.S. Spanish reading test. The average gain was statistically significant for second, third, and fourth graders. The gains in native language for first and sixth graders were small and not statistically significant. Fifth graders showed a small loss in N.C.E.s; however, this loss was not statistically significant. The results of the English and Spanish reading tests indicate that, in general, the Hispanic students are improving significantly, thereby meeting the proposed program objectives.

Table 3 presents the results of the C.T.B.S. mathematics test. The mean N.C.E. gains were statistically significant and very impressive for all but the fifth graders (who made a slight loss of only 0.2 N.C.E.). The range of gains was extremely high (4.0 to 12.3). The high pretest score (42.3) for the fifth graders may explain why they did not gain on posttest scores. The most impressive gains were among first, second, and third graders who ranged from 10.4 to 12.3 N.C.E. gains. All of these gains were statistically significant. Fourth and sixth graders also made statistically significant gains (7.4 and 4.0 N.C.E.s, respectively).

The results of the mathematics test indicate that in general, Hispanic students are making significant improvements in this area. Thus, the proposed mathematics objective has been met.

Overall, more than 50 percent of the Hispanic students showed gains in N.C.E. scores in English reading, Spanish reading, and mathematics (see Table 4). More than half of the second, third, fourth, and sixth graders made gains in all three areas of achievement. While 49 percent of the first graders made gains in English reading, more than half of the first graders made gains in Spanish reading and mathematics. Fifth graders were less likely to make gains in Spanish reading and mathematics than students in any other grade. Specifically, although 64 percent of the fifth graders made gains in English reading, gains in Spanish reading and mathematics were made by only 46 percent and 41 percent, respectively.

TABLE 1

English Reading Achievement (Hispanic Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	1	189	36.5	19.8	36.7	19.3	0.2	22.0
C	2	232	29.9	18.9	34.7	14.9	4.7**	15.6
1	3	235	34.8	13.6	37.2	13.1	2.4**	13.9
1	4	261	27.8	14.1	30.7	13.7	2.9**	12.1
2	5	151	31.3	13.9	34.8	13.9	3.5**	9.2
2	6	94	26.9	14.2	32.1	13.4	5.2**	11.2

**Statistically significant at the .01 level.

•Students in grades two through six achieved statistically significant gains in mean N.C.E. pretest to posttest.

TABLE 2

Spanish Reading Achievement

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S. Espanol, Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	1	192	46.2	23.5	47.1	20.2	0.8	24.7
C	2	237	38.6	18.0	41.9	15.9	3.3**	14.2
1	3	256	41.5	14.1	46.5	15.2	4.9**	16.7
1	4	306	41.7	16.7	47.5	20.2	5.8**	15.8
2	5	188	42.5	15.2	42.3	16.9	-0.2	13.9
2	6	111	44.1	10.9	44.2	14.2	0.1	11.3

**Statistically significant at the .01 level.

•Mean N.C.E. gains from pretest to posttest were statistically significant for second, third, and fourth graders.

TABLE 3

Mathematics Achievement (Hispanic Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	1	193	30.6	20.5	42.9	23.3	12.3**	27.4
C	2	234	37.8	19.6	49.7	18.6	11.9**	19.9
1	3	261	32.8	15.8	43.2	13.3	10.4**	17.9
1	4	307	36.3	16.8	43.7	16.9	7.4**	15.8
2	5	188	42.3	18.5	42.0	17.9	-0.2	15.5
2	6	112	39.7	17.1	43.7	17.7	4.0**	15.7

**Statistically significant at the .01 level.

•Mean N.C.E. gains from pretest to posttest were statistically significant for all but the fifth graders.

TABLE 4

Overall Achievement (Hispanic Students)

Proportion of Students Making N.C.E. Gains in English Reading, Spanish Reading, and Mathematics by Grade

	English Reading			Spanish Reading			Mathematics		
Grade	N	Number Making Gains	Percent	N	Number Making Gains	Percent	N	Number Making Gains	Percent
1	188	93	49	192	97	51	192	124	65
2	232	124	53	237	134	57	234	167	71
3	235	120	51	256	151	59	261	190	73
4	261	139	53	306	187	61	307	204	66
5	151	96	64	188	87	46	188	77	41
6	94	64	68	111	59	53	112	78	70

RESULTS FOR CHINESE STUDENTS

Chinese students were administered the C.T.B.S. English reading and mathematics tests. Chinese reading was measured by a test developed in Community School District 2. N.C.E. scores are available for the English reading and mathematics tests, but only raw scores are available for the reading test.

Table 5 shows the results of the C.T.B.S. English reading test. Sixth-, fourth-, and third-grade students, in that order, showed the largest mean gains; all were statistically significant. Second graders also made N.C.E. gains (3.3), but the gain was not statistically significant. Fifth graders showed no change in mean N.C.T.

Table 6 shows the results of the C.T.B.S. mathematics test administered in English. Second and third graders made extremely large and statistically significant N.C.E. gains (13.4 and 7.8, respectively). Fourth graders' gains were smaller (3.7) but also statistically significant. Fifth graders showed a small loss which was not statistically significant, while sixth graders made a gain which was not statistically significant.

Table 7 shows the results of the Chinese reading test. The raw score gains were statistically significant for all grades. The largest mean gains were for third and fourth graders, respectively, followed by second, fifth, and sixth graders. Clearly, Chinese students improved significantly in reading in their native language. The proposed objective was, therefore, achieved.

Overall, Chinese students improved in reading (English and Chinese) and mathematics, indicating that the proposed objectives for these students have been achieved. An analysis of the proportion of students

at different grade levels making gains in reading (English and Chinese) and mathematics indicates that the majority of second, fourth, and sixth graders are making gains in all three areas (see Table 8). Fewer third graders (31 percent) made gains in English reading than in Chinese reading or mathematics. While 76 percent of the fifth graders improved in Chinese reading, less than half of these students made gains in English reading or mathematics.

The results of the achievement data for Hispanic and Chinese students indicate that the proposed objectives have been achieved. However, the extent to which students improved in reading (English and native language) and mathematics varied among grade levels. Curricula and instruction should be sensitive to this and provide services to students based on their needs.

TABLE 5

English Reading Achievement (Chinese Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
B	2	4	8.8	6.7	12.0	12.9	3.3	7.6
1	3	18	21.3	11.4	25.2	10.9	3.8*	8.7
1	4	17	22.8	10.4	34.4	12.9	11.6**	8.9
2	5	26	20.0	8.5	20.0	7.9	0.0	11.9
2	6	24	13.5	9.5	27.0	14.6	13.5**	14.8

*Statistically significant at the .05 level.

**Statistically significant at the .01 level.

◦Mean N.C.E. gains from pretest to posttest were statistically significant for third-, fourth-, and sixth-grade students.

TABLE 6

Mathematics Achievement (Chinese Students)

Significance of the Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the C.T.B.S., Form S, by Grade and Test Level

			Pre-Test		Post-Test		Difference	
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
C	2	22	44.0	17.5	57.4	18.3	13.4**	16.2
1	3	37	41.6	20.8	49.4	16.1	7.8**	15.6
1	4	40	42.9	11.4	46.6	12.4	3.7*	11.1
2	5	54	48.9	17.2	48.6	16.3	-0.2	14.4
2	6	51	46.3	15.7	48.6	18.8	2.4	11.5

*Statistically significant at the .05 level.

**Statistically significant at the .01 level.

•Second, third, and fourth graders made statistically significant mean N.C.E. gains from pretest to posttest.

TABLE 7

Chinese Reading Achievement

Significance of the Total Raw Score Differences Between Initial and Final Test Scores on a C.S.D. 2-Developed Test

		Pre-Test		Post-Test		Difference	
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
2	22	16.1	2.6	20.5	3.9	4.4**	2.4
3	37	13.1	7.2	24.9	4.6	11.8**	5.8
4	30	11.3	6.3	20.2	5.8	8.9**	5.8
5	54	11.3	7.3	15.5	6.9	4.2**	5.8
6	51	16.6	8.9	19.9	8.6	3.3**	5.1

**Statistically significant at the .01 level.

•Students at all grade levels showed statistically significant pre- to posttest raw score gains.

TABLE 8

Overall Achievement (Chinese Students)

Proportion of Students Making Gains in English Reading, Chinese Reading, and Mathematics, by Grade

	English Reading			Chinese Reading			Mathematics		
Grade	N	Number Making Gains	Percent	N	Number Making Gains	Percent	N	Number Making Gains	Percent
2	4	2	50	16	16	100	16	12	75
3	16	5	31	32	32	100	32	17	53
4	11	10	91	16	16	100	22	11	50
5	21	9	43	33	25	76	33	16	48
6	23	20	87	49	39	80	49	25	51

V. CONCLUSIONS AND RECOMMENDATIONS

The 1985-86 evaluation of the Bilingual Pupil Services Program indicated a high level of success in accomplishing the program's objectives. The evaluation team concurs with the United States Secretary of Education that B.P.S. is an "exemplary Chapter I project." It is highly structured, well organized, and staffed by experienced, sensitive, and enthusiastic educators. These variables, combined with the students' overall gains in E.S.L., mathematics, and reading, demonstrate a high degree of success in serving project students. However, it is important not to overlook the finding that fifth graders had a lower achievement rate than students at the other grade levels. Considering that this pattern has been found among Chinese students and with students in other projects, it may be that fifth graders are at stage of cognitive development that requires special attention when developing curricula. We have also noted that achievement patterns vary with students' age and grade and subject area.

Important features of the B.P.S. program are its two-tiered training program for new and continuing paraprofessionals, and its continuous self-evaluation process. There is good communication among staff members and constructive criticism seems to be well received.

In light of the evaluation team's analysis of program operation during 1985-86, and based on information provided by the staff and program participants, the following recommendations for program improvement are offered:

The fifth-grade curriculum should be reevaluated. This would aid the curriculum specialist to make the appropriate changes so that achievement among fifth graders is improved.

Where possible, curricula might be "fine tuned" to reflect those student needs which vary by language group, grade, and subject area.

A staff training manual similar to the Paraprofessional Manual might be developed for F.I.S.s to use in their site visits and training activities.

A B.P.S. newsletter for project participants and school district personnel might be developed. Given its "exemplary" status, B.P.S. might also use the newsletter to disseminate information about its work to bilingual educators throughout the country.

A Chinese-speaking staff person or a consultant with training in linguistics, might test the linguistic proficiency of incoming Chinese paraprofessionals and develop an in-service training module on dialects, community language attitudes, bilingualism, culture, and other topics based on a needs assessment.

The materials identification/selection/development process for the Chinese component might be continued.

A fact-sharing workshop for Chinese parents on the project's goals and the benefits of bilingualism might be held for their children at one of the Parent Advisory Committee meetings. This would gain support for the use of both Chinese and English in the classroom.

V. APPENDICES

OBE-144

APPENDIX A

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
131 Livingston Street, Brooklyn, N.Y. 11201 • Room 512
Telephone: 522-6941

FIELD INSTRUCTIONAL SPECIALIST'S SUMMARY OF WEEKLY FIELD VISITS

Field Instructional Specialist_____ Week of _____

CODING SYSTEM: E = EXCELLENT G = GOOD F = FAIR N.I. = NEEDS IMPROVEMENT U = UNSATISFACTORY
F = FORMAL OBSERVATION I = INFORMAL OBSERVATION

PARAPROFESSIONAL	Date	District School	Lesson Plans	Teacher Conference	Pupil Logs	Pupil Profiles	Pupil Attendance	Observations	TOPICS DISCUSSED

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

APPENDIX A (Continued)

WEEKLY PROJECTION CHART

FIELD INSTRUCTIONAL SPECIALIST _____ WEEK OF _____

DAY	DATE	DIST.	SCHOOL	TIME AM/PM	CONTACT PERSON	TEL. CONTACT PERSON	COMMENTS

-41-

evised 7/81

51

52

BILINGUAL PUPIL SERVICES
EVALUATION CHECKLIST

APPENDIX A (Continued)

PARAPROFESSIONAL _____ DIST. _____ SCHOOL _____ CLASS _____

COOP. TEACHER _____ INST. SPECIALIST _____

Rating System: E = Excellent F = Fair U = Unsatisfactory
G = Good N.I. = Needs Improvement

Date:	Rating	
Pupil Attendance		
Spanish Reading		
E.S.L. or English Reading		
Mathematics		
Pupil Profile Sheets		
Supv. Conf. w/Teacher		
Pupil Logs		
Informal Observation		

Comments/Suggestion: _____

I have read and received this form: _____

Revised 7/83

APPENDIX B

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
Nilda Soto-Ruiz
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

Dear

Your appointment with the screening panel of the program, Bilingual Pupil Services, has been scheduled for _____ at, _____.

You will be required to do the following:

1. Take a written short answer test in English.
2. Write a composition in English.
3. Write a composition in Spanish.
4. Take an oral interview in both Spanish and English.
5. BRING A COPY OF YOUR COLLEGE TRANSCRIPT. Without it, the screening and interview cannot be done. Verification of your college credentials is necessary.
6. Change to Evening Session College since the position with our program is from 8:45 a.m. to 3:00 p.m.

It is important that the screening date be kept. Our waiting lists are very long. If you cannot come for the scheduled screening date, your name will be placed at the end of the roster. The entire screening procedure may take up to six (6) hours. Please make arrangements to remain the whole day.

Thank you for your interest in our program.

Sincerely,

Celia M. Delgado

Celia M. Delgado
Project Director

CMD:hc

131 LIVINGSTON STREET • ROOM 819 • BROOKLYN, NEW YORK 11201 • 596-6941

APPENDIX B (Continued)

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

ORAL INTERVIEW FORM

PERSONAL DATA Date _____

Name _____ Place of birth _____

I. **PROFESSIONAL PREPARATION**

Degree or # of credits _____ Country _____ College _____ Overall Average _____

1. Credits in Education _____
2. Major _____
3. Minor _____
4. Teaching Experience _____
5. Other related work experience _____

II. **PROFESSIONAL GOAL(S)**

_____

III. **JOB PLACEMENT INFORMATION**

1. Public Transportation _____
2. Borough Preference _____
3. Car _____ Yes _____ No

IV. **GENERAL LANGUAGE EVALUATION** (5=Excellent; 1=Extremely poor)

1. ENGLISH

Oral	1	2	3	4	5
Written	1	2	3	4	5

2. SPANISH

Oral	1	2	3	4	5
Written	1	2	3	4	5

V. **COMMENTS/RECOMMENDATIONS**

_____

_____

VI. How did you find out about B.P.S.?

_____

_____ _____
Field Instructional Specialist Field Instructional Specialist

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201

Date _____

I. PERSONAL DATA

Mr.
Ms. _____
(Last) (First) (Middle) (Maiden sur name)

_____
(Address) (Apt.#) (City) (State) (Zip Code)

_____
c/o (If name on mailbox is different from given name)

Marital Status: Single _____ Married _____ Social Security No. _____

Place of Birth _____ Home Phone No. _____

Date of Birth _____ Bus./Other No. _____

U.S. Citizen _____ if not, Declarant No. _____

Length of time in the U.S. mainland _____ Length of time in N.Y.C. _____

Have you ever been convicted or are you now a defendant in any court action?

Yes _____ No _____ If yes, please explain briefly _____

_____

II. EDUCATIONAL PREPARATION (Colleges or Universities)

1. _____ Degree _____ Year _____ Major _____
Name of School

2. _____ Degree _____ Year _____ Major _____
Name of School

III. PROFESSIONAL DATA

List any teaching certificates you hold:

1. _____ _____ _____
Title of Certificate By Whom Issued Date Issued

IV. TEACHING, SUPERVISION OR PARAPROFESSIONAL EXPERIENCE

1. _____
Name or number and address of school Name of Supervisor

_____
Dates of service Position Held

2. _____
Name and number and address of school Name of Supervisor

_____
Dates of services Position held

BILINGUAL PUPIL SERVICES
PARAPROFESSIONAL COLLEGE DATA SHEET

APPENDIX C

NAME	CATEG.	DATE ENTERED PROGRAM	COLLEGE	MAJOR	MINOR	CREDITS COMPLETED TO DATE	CREDITS CURRENTLY IN PROGRESS ( ) SEMESTER	EXPECTED DATE OF GRADUATION

-46-

REVISED: 7/14/80

APPENDIX D

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 513
522-6941

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

FIELD PLACEMENT POSITION QUESTIONNAIRE

Name _____ Educ. Asst._____ Educ. Assoc._____

1. What grades have you taught while employed at Bilingual Pupil Services

   Grade_____ # of months_____

   Grade_____ # of months_____

   Grade_____ # of months_____

2. What grade would you prefer for next year?

   1st choice_____

   2nd choice_____

   3rd choice_____

3. What schools have you worked at while in BPS? (specify borough)

   _____

   _____

4. Which "participating" school(s) is (are) most convenient for you to get to? (list them in order from most to least convenient).

   _____

   _____

5. Is there anything else that you would like us to consider in determining your field placement for next year?

   _____

   _____

   _____

   _____

REVISED 7/28/81